

范文点评：《书架上的恐龙》——一篇三年级整理房间作文的亮点与软处

下面这篇假设的范文约四百二十字，小作者三年级，题目叫书架上的恐龙。我们一段段看，亮点标出来可以直接背走用，软处给改法。

第一段原文：周六妈妈去上班，我看着乱糟糟的房间，心想：我要给妈妈一个惊喜。点评：一句话交代时间、起因、目的，干净。软处是乱糟糟三个字太笼统，改成我踢开地上的袜子才找到门口，笼统就变成了画面。

第二段原文：我的书桌上，橡皮不见了，笔盒张着嘴，作业本和书堆成小山，果汁印在卷子上像一朵云。点评：这段是全文最亮的地方。笔盒张着嘴是拟人用得准，果汁印像云是观察细，两处都可直接学。注意小山这个比喻和第二段的堆书会重复，后文换说法。

第三段原文：我把书全搬到床上，一本一本擦干净，按大小排好，放上书架。擦完我有点累，但很开心。点评：这段偷懒了。搬、擦、排、放四个动词挤成一句，每个都没展开，累但开心是空话。改法：把擦干净拆成一个具体动作，比如我用袖子擦掉故事书封面上的果汁印，擦的时候想起那是上周洒的。累但开心删掉，换成我直腰的时候捶了两下背。

第四段原文：妈妈回来了，她看了看房间，笑了，说宝宝真懂事。我心里比吃了蜜还甜。点评：妈妈的笑只有一下，没有过程，这是三年级作文最常见的毛病。改法：让妈妈先没发现，换鞋时踩到一张纸，捡起来发现是恐龙画，再抬头看书架，书架上书按大小排着，她愣了两秒才笑。比吃了蜜还甜这句也删，换成我把恐龙画从她手里抢回来，贴到抽屉上。

第五段原文：妈妈笑了，我真懂事。点评：结尾把题目和中心思想各抄一遍，是凑字数写法。改法：删掉这两句，停在抢画贴画那个动作上，题目妈妈笑了已经在第四段完成，中心思想懂事让读者自己说。

整篇看，亮在比喻和观察，软在动词不展开、笑没有过程。把第三段拆慢、第四段加愣两秒，这篇就从及格线升到优秀。

Reviewing a Third-Graders Room-Tidying Essay

The sample below, about four hundred and twenty words, is by a third grader titled The Dinosaur on the Shelf. Paragraph by paragraph: bright spots can be memorized and reused, soft spots come with fixes.

Paragraph one: on Saturday mom went to work, and I looked at the messy room and thought, I will give mom a surprise. Comment: one sentence covers time, cause, and purpose, clean. The soft spot is the word messy being too vague; change it to I kicked a sock on the floor before finding the door, and vague becomes a picture.

Paragraph two: on my desk the eraser was missing, the pencil case sat with its mouth open, homework and books piled into a small mountain, and a juice stain on the

test paper looked like a cloud. Comment: the brightest paragraph. The pencil case with its mouth open is a precise personification, and the juice cloud shows careful observation; both worth stealing. Note that small mountain repeats with the book pile later, so change the later wording.

Paragraph three: I carried all the books onto the bed, wiped them clean one by one, arranged them by size, and put them back on the shelf. I was a little tired but very happy. Comment: this paragraph takes a shortcut. Carry, wipe, arrange, place, four verbs crammed into one sentence, none opened up, and tired but happy is empty talk. Fix: split wiped clean into one concrete action, like rubbing the juice stain off the storybook cover with my sleeve, remembering it was spilled last week. Delete tired but happy; replace it with me pounding my back twice when I straightened up.

Paragraph four: mom came back, looked at the room, smiled, and said what a sensible child. My heart was sweeter than honey. Comment: the smile happens only once with no process, the most common flaw in third-grade essays. Fix: let mom miss it first. Changing shoes, she steps on a paper, picks it up and finds the dinosaur drawing, then looks up at the shelf where books sit by size, and she freezes two seconds before smiling. Delete sweeter than honey; replace it with me snatching the drawing back from her hand and taping it to the drawer.

Paragraph five: mom smiled, and I am really sensible. Comment: the ending copies the title and the theme one time each, a word-count trick. Fix: delete both sentences and stop on the snatching-and-taping action. The title was already finished in paragraph four, and the theme sensible can be said by the reader alone.

Overall, the essay shines in metaphor and observation, and sags in unopened verbs and a smile with no process. Slow down paragraph three, add the two-second freeze in paragraph four, and it climbs from passing to excellent.